



LEVEL 1/2 VOCATIONAL AWARD IN RETAIL BUSINESS (TECHNICAL AWARD)

GUIDANCE FOR TEACHING

UNIT 2 GUIDE



AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualification in Retail Business (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

AIMS OF THE UNIT GUIDE

The principal aim of the Unit Guide is to support teaching and learning and act as a companion to the Specification. Each Unit Guide will offer detailed explanation of key points in the Specification and aim to explain complex areas of subject content. An overview of the whole course can be found in the Delivery Guide.



Fig.1

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INTRODUCTION

The WJEC Level 1/2 Vocational Award in Retail Business (Technical Award), approved by Ofqual and DfE for performance qualification tables in 2024 (first teaching from September 2022), is available to:

- all schools and colleges in England and Wales
- subject to local agreement, it is also available to centres outside England and Wales, for example in Northern Ireland, the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools overseas. It is not available to other overseas centres.

It will be awarded for the first time in January 2024, using grades Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

ADDITIONAL WAYS THAT WJEC/EDUQAS CAN OFFER SUPPORT:

- sample assessment materials and mark schemes
- exemplar materials
- face-to-face CPD events
- examiners' reports on each question paper
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review
- Regional Support team (England centres only).

OVERVIEW OF UNIT 2

Customer service for retail business

(30% of the qualification)

Overview of the unit

This unit introduces learners to the importance of customer service to retail organisations. Learners will gain knowledge and understanding of the principles of customer service and how retail organisations use these to give their customers a positive experience. Learners will gain knowledge and understanding of the importance of meeting the expectations of different types of customers in physical stores and online and how this can be achieved in different retail environments.

Learners will develop research skills to gather data in order to investigate the quality of customer experience across different retail organisations, analysing and presenting findings.

The knowledge and understanding gained from Unit 1 underpins the delivery of this Unit and therefore Unit 1 should be delivered before Unit 2.

1.1	Introduction to customer service
1.2	Meeting customer expectations
1.3	Investigate customer experiences in retail businesses

HOW TO READ THE SPECIFICATION

WJEC/Eduqas Vocational Award (Technical Awards) specifications are written to be transparent and easy to understand.

The amplification provided uses the following four stems:

- ‘Learners should know’ has been used for the recall of facts such as: legislation and definitions.
- ‘Learners should know and understand’ has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- ‘Learners should be aware of’ has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- ‘Learners should be able to’ has been used when learners need to apply their knowledge to a scenario or practical situation.

The amplification provided includes all of the assessable content for the relevant section, unless it states, ‘e.g.’ ‘including’ or ‘such as’. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners’ needs and interests. The use of the word ‘including’ indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words ‘e.g.’ or ‘such as’ are for guidance only, and an alternative can be chosen.

UNIT 2 TEACHER GUIDANCE

2.1 Introduction to Customer Service

Content Amplification	Teacher Guidance
<p>2.1.1 Learners should know and understand the importance of customer service to retail businesses, in that:</p> <ul style="list-style-type: none"> • customer service is the interaction between a retail business and its customers, taking care of customers' expectations through professional, high quality assistance • the success of a retail business can be affected by the quality of its customer service and this includes by increasing customer spend, increasing customer loyalty, encouraging repeat purchase, attracting new customers, giving a competitive advantage and improving reputation. 	<p>It should not be assumed that learners will understand the business reasons for the importance of customer service to the retail industry, and therefore time should be spent developing a thorough and clear understanding of why customer service is so important to a customer-facing industry such as the retail industry.</p> <p>The focus in this section is not the situations where customer service takes place, that comes later, but a general and high-level understanding of the concept of customer service and why it is so important to retail businesses, in physical stores and online.</p> <p>Learners must be able to recognise the impacts of good or poor customer service and understand the specific consequences listed in the content amplification (indicated by the use of 'including').</p> <p>A range of real and current retail organisations should be used to illustrate the importance of customer service and the consequences for those retail businesses that have poor customer service. Television programmes, such as Mary Portas Queen of shops, are a good resource to illuminate these points. Content from Unit 1 should be used to give a variety of contexts and should be applied to different retail organisations.</p> <p>The amplification includes specific retail terminology, such as customer spend, customer loyalty and repeat purchase; good practice would be to use these exact terms and for learners to add these to their developing vocabulary of retail business specific terminology.</p>

2.1.2	Learners should know and understand the features of good customer service , including greeting the customer, interacting with the customer, identifying customer expectations, building a rapport with the customer, encouraging feedback from customers, responding to feedback from customers and providing services and facilities for customers.	<p>In the legacy qualification, the features of good customer service listed here were labelled as the principles of customer service. Centres that delivered the legacy qualification should take note and make sure for this qualification that these have been changed. The seven individual features are the same as the seven that were previously labelled as principles in the legacy specification, so centres can still use their established resources/notes if they delivered the legacy specification.</p> <p>This section focuses on what are accepted as the features/components of good customer service. The seven individual features are all important and all must be known and understood by learners.</p> <p>It is important that learners consider these features in different contexts and for different retail channels and products. For example, learners could be asked to apply these features to a car dealership, an online retailer of electrical goods or a chemist.</p> <p>Learners could carry out a small investigation by visiting their local shops and looking at online retailers to gather evidence of how those retailers demonstrate/do not demonstrate the features of customer service.</p> <p>It is essential that learners are able to build on their understanding in order to analyse how retail businesses demonstrate, or do not demonstrate, these features.</p>
2.1.3	Learners should know and understand the principles of good customer service , including listening and responding, patience, empathy, courtesy, knowledge of products and services and being a team player.	<p>The principles of good customer service in this specification have been changed from the legacy specification (see 2.1.2 above).</p> <p>Learners need to know all the principles listed in the content amplification and understand what they mean in the context of customer service. Once again, using the learning from Unit 1, learners should be able to apply these to different retail organisations, channels, and products.</p> <p>There is an opportunity to use interactive roleplay or learners' own experience to develop an understanding of the principles in different contexts. For example, learners could carry out a roleplay focused on a mobile phone shop, with one learner playing the role of the sales assistant and one the role of a customer (maybe a customer who knows little about mobile phones). This should be accessible to most learners as they are apparent experts in mobile phones; then, it can be developed into other roleplays to look at other types of products that learners are less familiar with.</p>

		It is essential that learners are able to build on their understanding in order to analyse how retail businesses demonstrate, or do not demonstrate, these principles.
2.1.4	<p>Learners should know and understand the different situations when retail businesses interact with customers, including when selling products and services, responding to queries, giving advice, providing product information, providing additional services such as finance or insurance, resolving complaints and after-sales.</p> <p>Learners should be able to apply knowledge of the importance, features and principles of customer service to different retail situations for different products and in different types of retail organisations.</p>	<p>This section includes a range of different situations when there is interaction between the customer and the retail business. The content in this section is similar to the content in the legacy qualification.</p> <p>Learners must know and understand all the different situations listed (indicated by the use of ‘including’); though, for providing additional services, other examples can be used (indicated by the use of ‘such as’). It is advised to consider these situations in a wide range of contexts that draw on the content in Unit 1.</p> <p>When learners have knowledge of the different situations for a range of different contexts, types of retailers and products, the next stage is to link this knowledge back to sections 2.1.1, 2.1.2 and 2.1.3. For example, for the situation of selling products and services, learners should apply their knowledge of why it is important to have good customer service in this situation and how using the features and principles will help the salesperson sell products or services to the customer.</p> <p>Learners could be given a range of different situations for different types of products; the learner could illustrate how the features and principle are used in situations such as a customer asking a butcher advice on the best cut of meat for a barbeque, or a customer looking for finance to buy a new sofa.</p> <p>Once again roleplay could be used as an effective tool to develop understanding.</p>
2.1.5	Learners should know and understand how customer service is carried out online , and how the features, principles and situations of customer service are adapted for e-commerce and m-commerce.	<p>The content in this section is similar to the content in the legacy qualification.</p> <p>The section requires learners to apply their knowledge and understanding of 2.1.2, 2.1.3 and 2.1.4 to online retail businesses. It can be incorporated into 2.1.4 or delivered separately with 2.1.2, 2.1.3 and 2.1.4 focusing on physical stores.</p> <p>The important point to consider is that customer service is as important online as it is for physical stores, but it must be adapted to suit online retail. The continuing and growing popularity of e-commerce and m-commerce has resulted in increased competition and has raised customer expectations on their online experience; having good customer service online will attract customers and can improve customer loyalty.</p>

		<p>A range of active online retail sites should be used to allow learners to investigate how the features, principles and situations of customer service are carried out online for e-commerce and m-commerce. For example, how do online shops deal with customer queries, give advice or provide product information and how do they ensure that they greet the customer, interact with the customer, identify customer expectations, and build a rapport with the customer? What principles of customer service can be applied to online and what are difficult to achieve? There are some very good examples of retail business who do this well; learners could carry out online research to investigate the quality of online customer service for a number of different retail types and scale.</p>
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UNIT 2 TEACHER GUIDANCE

2.2 Meeting customer experience

Content Amplification	Teacher Guidance
<p>2.2.1 Learners should know and understand the different types of retail customers including existing, new, individuals, groups (e.g. families), different age groups and customers with additional needs.</p> <p>Learners should know and understand how a retail business will adapt/personalise its customer service.</p>	<p>The content in this section is similar to the content in the legacy qualification.</p> <p>The focus in this section is for learners to understand that there are different types of customers; we are not all the same. Learners tend to think of customers just through their own experiences and will make generic statements that apply to all customers. However, they need to be able to know and understand that we are not all the same and there are different customer groups and the ones listed in the content amplification must be known and understood (indicated by the use of ‘including’).</p> <p>Time should be spent looking at each type of customer for different types of retail businesses and those should be illustrated with a range of examples to aid understanding.</p> <p>Principles of customer service include listening and responding, patience, empathy, and courtesy. How these are used in retail businesses will largely depend on the types of customer in addition to the situation and the products sold. Therefore, retail organisations will have to adapt or personalise their customer service. For example, an exclusive designer clothes boutique selling original clothes from famous designers will adapt and personalise their customer service in a completely different way to a nationwide high street retailer selling mass produced clothes.</p>

2.2.2	<p>Learners should know and understand the expectations of different types of retail customers, including that customers are able to access information about the product or service, communication, advice, product availability, choice of retail channels, methods of payment, secure payment, delivery and after-sales support.</p> <p>Learners should be aware that the modern retail customer is well-informed and aware of the choices available in a competitive market and that the expectations of a retail customer may differ depending on the type of product purchased and its value.</p>	<p>The content in this section is similar to the content in the legacy qualification.</p> <p>This section builds on section 2.2.1. Having learnt the different types of customer, learners must now be able to understand how these customers will have different expectations. Different customers may have different expectations, but generally these expectations all fall within the listed content in the content amplification. All expectations need to be known and understood by learners (indicated by the use of ‘including’) and ideally be able to apply each one to a number of different contexts.</p> <p>As with previous sections, learners need to understand these expectations for a range of different contexts. For example, when buying a pint of milk or a loaf of bread then the expectations are limited and, in most cases, immaterial; however, when buying more expensive products, technical products or products that are bought infrequently then the expectations will change and become more important. In addition, a teenager buying a drink or snack may have different expectations to a parent buying a drink or snack for their young child. The parent may want a drink or snack with no or reduced sugar and salt and the teenager may just want something that is tasty or heavily marketed on TV.</p>
2.2.3	<p>Learners should know and understand how retail businesses meet the expectations of different types of customers, including meeting and surpassing expectations, quality of service, developing customer relationships, offering a seamless experience across different retail channels and with the use of the latest instore technology.</p> <p>Learners should know and understand how retail businesses meet the expectations of different types of customers online through services such as click and collect and multi-channel options, express delivery, free delivery, delivery tracking, easy product returns process, communication, privacy and data and financial security.</p>	<p>The content in this section is similar to the content in the legacy qualification.</p> <p>This section builds on section 2.2.2. Learners now knowing that different customers have different expectations now must be able to understand how retail businesses meet these expectations. All the ways in which this can be done must be learnt and understood (indicated by the use of ‘including’). Some of these ways can be difficult to understand therefore the use of real and appropriate examples would be useful to learners. For example, for offering a seamless experience across different retail channels, learners could be given a retail business with a physical and online presence, such as John Lewis, Currys PC World, or Tesco, and asked to investigate how the business attempts to create a consistent and seamless experience for customers.</p> <p>Operating in such a dynamic industry, retail businesses are constantly updating and improving how they meet customer expectations. It is advisable to try to make learners aware of this and collect and use current news reports and articles on relevant retail innovations.</p>

Learners also need to know and understand how customer expectations are met online. The content amplification only gives examples of the ways in which this can be done (indicated by the use of 'such as'); these are the main services currently offered by many online retailers, but others can be included. It is likely that new services will be introduced over the next few years as the innovation in online retail continues to gather pace.

Learners should be able to know and understand a range of these services and be able to apply them to a range of real retail businesses.

UNIT 2 TEACHER GUIDANCE

2.3 Investigate customer experiences in retail businesses

Content Amplification	Teacher Guidance
<p>2.3.1 Learners should be able to create and use research tools, including:</p> <ul style="list-style-type: none"> • primary – questionnaires, mystery shopper checklists, interview questions and focus group questions • secondary – internet/website research log. <p>Learners should be able to test research tools to make sure they are correct, error free and fit for purpose.</p>	<p>The focus of this section is the development of skills. The content in this section is similar to the content in the legacy qualification.</p> <p>Learners need to be able to construct a range of research tools, including all the ones listed in the content specification (indicated by the use of ‘including’). Learners could be given good examples of these and be taught to recognise the important elements of a good research tool. The use of online survey packages such as Microsoft Forms are not sufficient; learners have to create and design their own tools.</p> <p>In developing learners’ ability to create effective tools, they should be encouraged to test the tools and get feedback and make improvements. Care should be taken in their design and use of language and be of a standard that allows accurate collection of data. Peer assessment may be a useful tool to help learners develop these skills.</p> <p>The research tools must allow the learner to record all their research data accurately and allow them to use it effectively in further stages.</p> <p>Learners should have developed these skills ahead of the unit assessment, where the research tool will be a crucial source of information. It is advised not to move onto section 2.3.2 until these skills have been developed sufficiently.</p>
<p>2.3.2 Learners should be able to:</p> <ul style="list-style-type: none"> • conduct a survey on customer experiences in a retail business using a combination of primary and secondary research • select a suitable sample of participants to take part in the research and recognising sampling bias • record information accurately. 	<p>The focus of this section is the development of skills. The content in this section is similar to the content in the legacy qualification.</p> <p>Learners must be able to carry out a number of surveys that involve primary and secondary research; this should be done progressively allowing learners to develop their skills in conducting a survey. Initially, these can focus on a narrow aspect of customer service to allow for skills to be refined and perfected, but then built up to allow learners to assess the quality of the customer experience provided by a retail organisation in preparation for the Unit 2 assessment.</p> <p>Learners need to select a suitable sample for their research so consideration should be</p>

		<p>given to the concept of sampling. This can be overlooked by learners as they often just select the most convenient sample. The focus here is more on the construct of the sample and not the size; a sample of between 10 and 20 is sufficient for questionnaires and smaller samples of 3 to 6 are sufficient for interviews and focus groups. Mystery shopper checklists are freely available on the internet to use as examples. For secondary research, learners should be encouraged to look at a range of different websites including the retailer's website, feedback sections, consumer forums, blogs, etc.</p> <p>On completion of the survey, learners must be able to record the information they have collected accurately and free from errors and omissions.</p> <p>Learners should be given a number of different opportunities to practice these skills before they start the Unit 2 assessment. Formative feedback from peers and the teacher is crucial in enabling learners to develop these skills and be able to effectively conduct a meaningful survey.</p>
2.3.3	<p>Learners should be able to use suitable presentation techniques to structure research findings including a range of diagrams such as charts, tables and graphs, and extended written communication to present qualitative and quantitative information.</p>	<p>The focus of this section is the development of skills. The content in this section is similar to the content in the legacy qualification.</p> <p>Before learners present their own research data, it is advisable to initially develop these skills with data given to them by the teacher. Time should be spent to illustrate the different diagrams that can be used to present data. Learners should be able to use a range of different diagrams, for example, a pie chart, a bar chart a tally chart and a table. For all diagrams, care should be taken in the labelling and accuracy, something that is often overlooked. Unit 2 assessment requires a range of diagrams.</p> <p>The data collected as part of 2.3.2 can then be used to develop these skills further and allow learners to decide the best diagrams to use for different data. These can be produced by hand or using ICT software.</p> <p>Learners must also be able to use extended written text in their presentation. They have to be able to comment on the qualitative and quantitative data they have collected and summarise the pertinent points. Again, this can be developed initially by providing some brief qualitative and quantitative data and getting the learner to summarise the main points. Formative feedback will be important to allow learners to develop this skill.</p>

		<p>The data collected as part of 2.3.2 can then be used to develop these skills further and allow learners to compose extended written communication that presents their findings.</p>
2.3.4	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • interpret research findings in order to analyse customer experiences in retail businesses • make informed judgements and draw conclusions from the research findings. 	<p>The focus of this section is the development of skills. The content in this section is similar to the content in the legacy qualification.</p> <p>For many learners, this section will be challenging. There are two stages in this section: analysis and evaluation.</p> <p>Learners will need to interpret customer service research data that they have collected in order to analyse customer experiences. Time should be spent developing this skill and allowing learners the opportunity to interpret a range of information based on customer service. Once again, before learners are asked to interpret their own data, they should be given a range of qualitative and quantitative data to analyse and given formative feedback before they attempt to analyse their own research findings. Resources such as news articles (teacher adapted if necessary) and reports, retailers' own website information and TV programmes can be used in the formative stage to develop analytical skills.</p> <p>The evaluation stage will be the final stage of the process and requires learners to make informed judgements that are based on their findings and their analysis. This skill is very challenging, and some considerable time should be given to build up this skill. Again, it is a good idea to start slowly and focus on a narrow selection of data; for example, using the content in 2.1.1., learners could be set a task to make an informed judgement on how one retail business encourages repeat purchases. This judgement must be balanced, appropriate, detailed and supported with evidence.</p> <p>Many learners tend to offer unbalanced, unsupported, and superficial judgements with little development. The focus in this section is to develop learners' analytical and evaluative skills in the context of customer service but these skills can also be useful in the Unit 1 and Unit 3 assessments.</p>

CONTROLLED ASSESSMENT

GUIDE TO CONTROLS

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 6 hours. Candidates cannot exceed this time. Unit 2 tasks feature recommended timings that are for guidance only. Centres should discourage candidates from exceeding the recommended times or devoting insufficient time to this work.

Supervision

One level of supervision features throughout the Unit 2 assessment:

Indirect supervision	<p>Candidates do not need to be directly supervised at all times.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>
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Guidance

Two levels of guidance features throughout the Unit 2 assessment:

Category of Advice/Feedback:	Direct	Indirect
Teachers can:		
Review candidates' work and provide oral and written advice at a general level in order to secure a functional outcome.	X	✓
Evaluate progress to date and propose broad approaches for improvement.	X	X
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	X	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	X	X
Intervene personally to improve the presentation or content of work.	X	X

Resources

Two levels of resource feature throughout the Unit 2 assessment:

Not Permitted	<p>The use of resources is not permitted.</p> <p>Access to the Internet is not permitted.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.</p>
Permitted	<p>Candidates have access to resources and/or preparatory as directed by the brief or unit guidance.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>Centres should refer to specifications or subject-specific guidance.</p>

Where the level of control is 'permitted', resources are limited as follows:

Task:	Resources permitted:
1	Any resources necessary to adequately research the chosen retail business in order to create effective research tools.
2	All Primary and Secondary research findings.
3	All Primary and Secondary research findings.

Collaboration

One level of collaboration features in the Unit 2 assessment:

Not permitted	Candidates should not collaborate in any way during the task.
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PRESENTATION

The tasks for this controlled assessment requires learners to:

- produce drafts of research tools (evidence of testing)
- produce a final design of research tools
- written report organised into clear sections that address the tasks, including a range of diagrams
- appendix for all completed research findings (evidence of research carried out).

Learners should present their completed controlled assessment using the structure of the tasks listed above.

ASSESSMENT OF UNIT 2

Unit 2: Customer service for retail business

Controlled Assessment: 6 hours

30% of qualification

60 marks: 80 UMS

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

The assessment objective weightings for Unit 2 are:

AO1	AO2	AO3
4%	18%	8%
8 marks	36 marks	16 marks

FAQS

Can learners resit the Unit 2 assessment?

Candidates may resit the internally assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the internally assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the externally assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

What is the entry code for this unit?

		Entry Codes	
		English medium	Welsh medium
Unit 2	Internal assessment	5789U2	5789N2

Is this assessment compulsory?

Yes.

When can candidates submit the Unit 2 assessment?

Assessment opportunities will be available in December and May each year, until the end of the life of this specification.

May 2023 will be the first assessment opportunity for Unit 2.

Are candidates assessed on their spelling, punctuation, and grammar in this assessment?

No, although learners are reminded of the need for good English and orderly, clear presentation in their answers.

Will candidates be expected to use their knowledge and understanding from Unit 1 or Unit 3 in this assessment?

No.

Will the assessment objective weightings remain the same throughout the life of the specification?

Yes.

How is the unit reported?

This unit will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Where can I access the Controlled Assessment assignment briefs?

The Controlled Assessment assignment briefs can be found in the Candidate and Assessor pack on the secure website www.wjecservices.co.uk.

Will the tasks remain the same throughout the life of the specification?

Tasks are intended to remain the same throughout the lifetime of the specification, however centres should refer to the published assignment brief each year in case changes to the tasks do have to be made.

When should learners complete the Controlled Assessment?

Controlled Assessment tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for candidates to be able to access marks allocated to all aspects of the relevant Controlled Assessment.

Can candidates work together on any part of their Controlled Assessment?

No. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

How long should learners spend on their Controlled Assessment?

Learners should spend 6 hours on their Controlled Assessment tasks. Please see the Administration Guide and page 17 of this document for more information on how to manage the Controlled Assessment.

Can learners complete their Controlled Assessment outside of the classroom?

Learners are permitted to carry out the survey of their chosen retail business' customer service outside of the classroom and without supervision. All other controlled assessment tasks should be completed inside the classroom with supervision. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

Are there any word or page restrictions for the Controlled Assessment?

No. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

How should learners present their Controlled Assessment work for submission to WJEC?

Please see the Administration Guide and page 20 of this document for more information on how to manage the Controlled Assessment.

Can the Controlled Assessment be a combination of digitally produced and handwritten?

Yes.

Can learners use the internet during the completion of their Controlled Assessment?

The use of the Internet is permitted for the completion of task 1 only. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

Can teachers provide guidance about candidates' Controlled Assessment work?

Teachers are permitted to provide general advice for task 1 and 2 only. This is to ensure that learners produce a functional outcome. Teachers should not provide any guidance during the completion of task 3. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

Are learners permitted to redraft their work?

Once the task is finished and the final assessment made, no further amendments may be made. Please see the Administration Guide and page 16 of this document for more information on how to manage the Controlled Assessment.

How will work be submitted to WJEC?

Please see the Administration Guide and page 20 of this document for more information on how to manage the submission of the Controlled Assessment.

What provisions will be made for learners who might struggle to access the Controlled Assessment activities such as learners with disabilities or learners who have specific learning needs?

WJEC will follow the guidance and rules on reasonable adjustments found in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

We believe that, as a consequence of the provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment in WJEC Level 1/2 Vocational Award in Retail Business (Technical Award). We recognise, however, that Controlled Assessment activities can provide challenges for learners with particular disabilities. We will be pleased to respond to queries from centres on an individual basis should they seek advice on delivery or assessment of the qualification for a particular learner or group of learners, and to discuss what reasonable adjustments might be appropriate to remove or minimise the disadvantage experienced by a learner with disabilities studying the WJEC Level 1/2 Vocational Award in Retail Business (Technical Award).

GLOSSARY FOR UNIT 2

Term	Definition
After-sales	The support, service and possibly spare parts provided by the retail business after the initial sale. This is an important part of customer service for some products such as high value products such as electrical appliances, furniture, and cars.
Building a rapport	A feature of customer service, which is showing understanding about what the customer wants and creating a suitable atmosphere that allows the customer to feel comfortable and demonstrates that the retail business is responding to their needs.
Competitive advantage	A situation when a retail business is able to perform better than its competitors. This can be done through having a superior product, high quality customer service, cheaper prices, or a multi-channel approach. All retail business would like to have a competitive advantage in the marketplace.
Customer expectations	All customers have expectations of a retail business, and for a retail business to be successful they will need to meet these expectations. Examples of customer expectations include to be served quickly, sales staff to have product knowledge, shops to stock sufficient products, friendly and courteous staff and a choice of payment methods.
Customer loyalty	This is retail businesses being able to retain its customers and those customers coming back to the same retail business to buy their repeat purchases and not go to a competitor. All retail businesses want customers to be loyal to them and may use customer loyalty schemes (such as Tesco Clubcard) to keep this loyalty.
Customer spend	This is the amount of money a customer typically spends on buying products and services from a retail business. For example, the average weekly customer spend of groceries by one family in Asda is £120, or the customer spend by one person for their mobile phone is £50 per month.
Customers with additional needs	Includes customers who may need extra help. These might be related to physical or mental health, age, low income, or language differences.
Delivery tracking	Many retail businesses now have the facility to update customers on the progress of their online purchase and also use a courier service, such as DPD and Hermes. Some of these couriers use delivery tracking to allow customers see the progress in transit and give accurate delivery times.

Term	Definition
Developing customer relationships	A way for retail businesses to meet the expectations of customers. By understanding the customer and building a positive connection, the customer is likely to become a repeat customer and remain loyal to the business. This can give the retail business a competitive advantage and is often used by local small-scale independent shops.
Express delivery	Online retail businesses that offer a service to get the product delivered as soon as possible, often within 24 hours. There is often a charge for this service.
Features of customer service	A group of features that allow retail businesses to provide a high-quality customer experience.
Feedback from customers	A feature of customer service; in order to gain a clear understanding of what a customer is looking for, the retail business will encourage communication with the customer, asking questions that give feedback. The retail business should listen carefully to this in order to respond appropriately and with the right advice and information.
Financial security	Through the use of secure payment systems, customers expect that retail businesses have robust and secure processes in place to keep their bank details and other financial data safe from others.
Focus group	A primary research tool used to collect qualitative data. Focus groups are small, carefully chosen groups of people who discuss products and services offered by a business and are encouraged to give their true opinion. A cross-section of the public is chosen to ensure a wide range of viewpoints are considered.
Free delivery	Online retail businesses that will deliver the products free of postal charges. Many online retail businesses will charge for this, so having free delivery may increase costs but could attract more customers and give the business a competitive advantage.
Greeting the customer	A feature of customer service, usually the first point of contact a customer will have with the retail business. This can include verbal communication between the sales assistant and the customer, body language used by the sales assistant, store layout/presentation and the home page of online stores.
Improving reputation	When a retail business will undertake actions to improve customer perceptions of the business, such as having good quality customer service.

Term	Definition
Instore technology	Instore technology is constantly changing for retail businesses and is used to improve customer experience. Customers now expect a certain level of technology such as self-service checkouts, self-scanners, interactive product screens, payment via apps on mobile devices, in-queue checkout, use of QR codes and virtual reality showrooms.
Interacting with the customer	A feature of customer service, which is how the retail business is able to communicate with the customer to discover what they need and what exactly that are looking for in order to match products to their needs.
Methods of payment	Different customers will want to pay for their products in different ways. By providing different methods of payment, a retail business will meet these customer expectations. Methods include cash, credit card, debit card, online such as PayPal and Worldpay, and finance options such as flexible payments, 0% interest plans and buy now pay later.
Multi-channels options	Customers have the option to use a number of different retail channels from the same retail business to seek product information and select the most convenient way to buy the products they want.
Mystery shopper checklists	A primary research tool used to collect data. Used by a mystery shopper (a person employed to visit a shop incognito) to assess the quality of the goods or services. The checklist will record the findings.
Primary research	Also referred to as field research and involves the collecting of primary data. This data is first-hand information collected from a new source gathered especially for the business for a specific purpose. It can provide up-to-date exact information for the business.
Principles of customer service	A set of principles that help retail businesses provide a high-quality customer experience. These include listening and responding, patience, empathy, courtesy, knowledge of products and services, and being a team player.
Privacy of data	Customers now expect online retailers to keep customer details safe and not share with other businesses. Retail businesses need to make sure the data they keep is safe from hackers and people who would use customer details for fraud.

Term	Definition
Product returns process	One disadvantage to customers of buying online is the higher possibility of returns. This is common for products such as clothes and shoes. Retail businesses that can offer a hassle free and easy returns process will be likely attract more customers and keep existing customers.
Providing product information	In a situation when retail businesses interact with customers, retail businesses will need to provide a variety of different types of information. Depending on the product, this can be technical information, how to use the product, what product is the most suitable for customer needs and the different options to finance the product.
Qualitative information	This is information about opinions and views. It cannot be expressed numerically or provide statistical information. This data is subjective and will give more in-depth and insightful information. Qualitative data can be more complicated to analyse.
Quantitative information	This is statistical information that includes numbers and values that are measurable. The findings can be expressed numerically. Quantitative data is straightforward to use as it gives clear and measurable values.
Questionnaire	A primary research tool used to collect data. A questionnaire is a set of questions, which can include a choice of answers (closed questions) or have open questions, created to obtain quantitative and qualitative information for a specific purpose.
Repeat purchase	Many products are bought frequently and on many occasions such as food, petrol, clothes, and books. A repeat purchase is when a customer buys the same product (brand) as they did on a previous occasion. All retail businesses want customers to make repeat purchases.
Research log	A secondary research tool used to record collected data. This is a record of the different sources used to carry out secondary research. The log should include the date of research, source used, description of source and comments, usually recorded in table format.
Sampling	A market research process used to select a representative sample of the population to be included in research. A number of people chosen from a specific group are selected in order to speak for the whole group. Sampling removes the impractical idea of researching everyone in a group or a population.

Term	Definition
Sampling bias	This is when a sample is selected that is not a true reflection of the larger group or population. The sample chosen does not give a fair or balanced representation of the population and can give inaccurate results.
Seamless experience across retail channels	Customers expect similarity between the experience they receive in a retail business's physical store and the experience they receive through its corresponding online store. A seamless experience across these channels will improve the customer experience and likely to increase customer spend and loyalty. This also applies to other retail channels the retail business may use.
Secondary research	Also referred to as desk research and involves the use of secondary data. This is information which is already available and has been collected by someone else.
Secure payment	This applies to online payments; customers want to be able to pay for products in a secure and safe way and to know that their personal information is protected from fraud and unauthorised access. Retail businesses can use third party platforms such as PayPal to make payments secure.
Services and facilities	A feature of customer service; in addition to providing products for customers, retail businesses will also offer a range of services and facilities. These will depend on the type of retailer and the products sold. Examples include changing rooms, customer service desks, toilets, self-scanners and checkouts, free carparking, home delivery, catering facilities and free consultations.

Acknowledgments:

Fig 1.	Image by PublicDomainPictures from PixaBay
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